

## **2018 NYC Department of Education Chancellor Transition Memo Division of School Support**

The Division of School Support (DSS) provides supervision and support for schools and programs. The Division encompasses the Office of School Support and Supervision (OSSS), the Office of Field Support (OFS), the Office of Renewal Schools, the Office of Community Schools (OCS) and the Office of Equity and Access (OEA).

- OCS: supports schools to organize resources and share leadership so that academics, health and wellness, youth development, and family engagement are integrated into the fabric of schools.

### **Renewal/RISE Schools**

**Renewal School Program** - Created in 2014, the program provides schools identified as under-performing with intensive, targeted resources and support to develop into a self-sustaining learning community capable of meeting rigorous goals to improve student outcomes. At the end of SY 2017-2018, 50 schools will remain in the program and 21 schools that met a majority of their benchmarks will transition into the **Rise Schools Program** where they will continue to build on lessons learned within a structure of support and accountability.

**Rise Schools Program** – The 21 schools identified as Rise Schools are former Renewal Schools that have met at least 67% of their benchmarks, been removed from the State’s Priority list, and demonstrated a sustainable school improvement structure that will allow them to build on their progress. The vision for the 21 Rise schools is to guide, support and accelerate the early progress demonstrated by the schools with a compelling theory of action, clear strategy for sustainability, targeted individualized supports, continued accountability, and gradual release of responsibility, such that they independently accelerate their growth trajectory.

### **Equity & Excellence Initiatives: (Office of Equity & Access)**

**AP for All**- The goal of AP for All is to give every high school student access to a full slate at least five AP courses by the fall of 2021 by expanding the number of AP courses within schools that have not historically offered them; increasing the equity of AP course enrollment across all schools; and providing necessary supports to schools to improve student performance on AP exams. The AP for All model is comprehensive and provides schools with supports that go beyond simply setting up new courses, including pre-AP support and a commitment to increasing AP participation among under-represented student groups

**College Access for All: Middle School (CA4A: MS)** College Access for All: Middle School is currently in 355 middle schools, serving over 40,000 7th grade students, with the goal of expanding their college-going cultures through a holistic program model including college visits, student workshops, parent events, and staff professional development. By the end of the 2018-2019 school year all 7<sup>th</sup> graders in NYC district schools will have had an opportunity to visit a college campus.

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- **Equity & Excellence: Single Shepherd:** The Single Shepherd program provides social workers and/or guidance counselors on a 100:1 student ratio to all students in grades 6-12 in districts 7 and 23; these districts have historically had the lowest academic outcomes. The theory of action is that continuous, skilled support relationships will improve academic outcomes and life skills for these students.

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***Office of Curriculum, Instruction, and Professional Learning (CIPL):***

- **Algebra for All:** All City students will successfully complete Algebra no later than ninth grade, enabling them to reach more advanced math courses in high school, and better preparing them for college and careers.
- **Universal Literacy by Grade 2:** Every elementary school, in designated districts, will receive support from a dedicated reading coach who will ensure that all students are reading on grade level by the end of second grade. The DOE is targeting 100 percent literacy in Grade 2 by 2026.

***Office of Postsecondary Readiness (OPSR):***

- **College Access for All (High School):** Supports NYC high schools in strengthening a college and career-going culture, by supporting staff and by building partnerships that expand postsecondary access and success for all students.
- **Computer Science for All:** By training New York City's teachers, we will bring high-quality computer science education to all our students, with a focus on expanding access to female, Black, and Latino students. In so doing, students will learn skills that are integral to success in higher education, the 21st century job market, and beyond.

# 2018 NYC Department of Education Chancellor Transition Memo Division of Specialized Instruction and Student Support

## Overview

The Division of Specialized Instruction and Student Support (DSISS) works to improve outcomes for all students with disabilities in NYC and ensure students are ready for college, career, and/or independent living. In 2010, the DOE announced significant efforts to reform practice in special education based on reports conducted by [Thomas Hehir](#) (2005) and [Garth Harries](#) (2009) which highlighted key areas of need, especially around the restrictive nature of special education services in NYC. In 2012, the DOE, in collaboration with NYSED, developed the Shared Path Framework, which guides the DOE's citywide strategy for reforming practice in special education. The Framework includes a focus on increased access (to schools, least restrictive environment, and rigorous instruction), quality IEPs, behavior, and transition. Beginning first with growing the mindset that students with disabilities must be welcomed in their zoned schools or schools of choice while receiving the necessary supports and services, the reform efforts have resulted in a monumental shift in service delivery and improved student outcomes.

## Administration

DSISS is led by Deputy Chancellor Corinne Rello-Anselmi who took over the Division in 2012 and launched the Shared Path Framework. DSISS is comprised of the Special Education Office (SEO) and District 75 (D75) Citywide Programs / Superintendency which work together closely. SEO, led by Chief Executive Director, Christina Foti, oversees implementation of special education supports and services for Districts 1-32 and the 10 Committees on Special Education (the Local Education Authority for charter schools, non-public schools, and parentally placed students). D75 is led by Superintendent Ketler Louissaint and includes special education supports and services for students with the most severe and profound disabilities.

### Special Education Office:

Team	Total HC	Staffed HC
Office of Related Services	189	186
Instructional Leadership	101	89
Compliance and Legal	43	41
School Support & Implementation	40	31
Programs & Regulatory Affairs	40	39
SEIS & MIS Analytics	34	28
Policy & Impartial Hearing Office	27	22
Committees on Special Education & Central Based Su	18	18
SEO Leadership	10	8
Operations	8	8
Office of Deputy Chancellor	5	5
Strategic Planning & Program Evaluation	1	1
<b>Sub total</b>	<b>516</b>	<b>476</b>
Committees on Special Education (CSE)	685	621
<b>GRAND TOTAL SEO</b>	<b>1,201</b>	<b>1,097</b>

- 15 of these vacancies are attributed to recent allocations related to Mayoral/Chancellor's Initiatives, such as the Transition and College Access Centers.

**District 75 Citywide Programs / Superintendancy:** D75 has 48 district-level field and program staff and ~18,000 school-based staff for 353 sites across 60 schools.

- There are two district-level field staff vacancies for the Director of Teacher Effectiveness and the Director of Art positions which have active postings and candidate searches.

## **Major Initiatives/Programs**

### **Collaboration between the NY State Education Department (NYSED) and the DOE**

The Shared Path Framework was created in 2012, in collaboration with NYSED, and guides the reform work. NYSED has used the Framework and collaboration with the DOE as the example for NY's other four largest urban districts in order to improve special education across the State. Ongoing updates on the progress of NYC's reform efforts are shared with NYSED, including updates regarding Districts 1-32, D75 and the CSEs (specifically working with pre-school and charter schools).

### **Specialized Programs to Expand the DOE's Capacity to Meet the Needs of Students with Specific Disabilities in District School Settings**

- Autism Spectrum Disorder (ASD) Nest and Horizon Programs: ASD Nest serves students with ASD alongside typically developing students in a reduced class-size integrated co-teaching (ICT) model. ASD Horizon serves students with ASD in a special class (8:1:1). There is growing need to develop supports for students with ASD across settings and in general education programs in district schools.
- Bilingual Special Education (BSE): BSE is a specialized program for students with IEP recommendations of integrated co-teaching (ICT) or special class with a language of instruction other than English. DSISS has partnered closely with the Division of English Language Learners and Student Support to support schools in meeting the needs of bilingual special education students. In order to expand BSE, there is a need to address the staffing shortage and State certification policies.

### **District-Charter Partnerships – Special Education Strand**

The District-Charter Partnership – Special Education Strand brings together SEO and the Office of School Design and Charter Partnerships to improve policies and practices that affect the delivery of special education services to more than 18,000 students with IEPs in New York City charter schools. The partnership has provided joint professional development to charter schools and Committees on Special Education in areas of need; increased compliance rates; and convened a working group with charter school representatives to advance the collaboration between the DOE, as the Local Education Agency, and charter schools.

### **Transition and College Access Centers (TCACs)**

As a part of the City's OneNYC plan, these borough-based centers support schools and families by facilitating a seamless transition for students from school to adult life. TCACs coordinate and provide students with work-based learning opportunities, provide workshops and resources to families, and facilitate professional learning opportunities for schools. Currently there are centers open in Brooklyn and the Bronx; Staten Island, Queens, and Manhattan TCACs will open over the next two school years.

## Literacy Interventions

- IEP / Intervention Teacher Initiative: The DOE centrally funds IEP / Intervention teachers in the 960 schools with the largest number and percent of students with disabilities. The DOE provides these teachers with training on evidence-based multisensory reading interventions to strengthen supports for students in the general education setting, and avoid unnecessary special education referrals.
- Chancellor's Speech Literacy Initiative: The Chancellor's Speech Literacy Initiative launched four years ago to provide intensive early literacy instruction to over 650 kindergarten and first grade students in 150 schools. The Initiative pairs experienced speech therapists with general education classroom teachers in support of the DOE's focus on increasing early childhood literacy. Assessment data has continued to show positive outcomes for students who have participated in this initiative.

## Expanding the DOE's Preschool Special Education Programs

As part of *Pre-K and 3-K for All*, DSIS has worked with the Division of Early Childhood to expand the continuum of special education services within DOE preschool sites; however, the vast majority of preschoolers with disabilities are still served in restrictive settings provided by state-approved private (4410) programs. DSIS and the Division of Early Childhood continue to collaborate to develop plans for expanding DOE preschool special education programs and refine enrollment and placement processes to ensure a seamless transition for students into DOE preschool and school age programs.

## Inclusion Initiatives

In SY 2017-18, DSIS expanded two of its core inclusion initiatives to at least one school per district:

- Collaborative School Communities: This Chancellor's Innovation Fund program cultivates partnerships between co-located District 1-32 schools and D75 schools to build inclusive practices together. This school year, the program expanded from 14 school pairs to more than 30.
- Just Say Hi: This initiative with the Cerebral Palsy Foundation and NYU Langone Medical Center provides schools with the resources to develop inclusive school cultures. Just Say Hi started in the 16-17 school year with eight schools, and expanded to 51.

## Special Education Standard Operating Procedures Manual (SOPM)

This year, DSIS launched the updated [Special Education SOPM](#) which serves as a living, online resource to schools and is updated regularly. The new SOPM was a multiyear endeavor based in collaboration with internal and external stakeholders, legal, and advocates.

## Financial Overview

**DSIS' overall budget is approximately \$2.8 billion with distinct allocations for SEO and D75.**

SEO: SEO's budget is distributed between District 50 (the Central Special Education Office) and District 92 (the Committees on Special Education). ~99% of SEO's budget is funding for direct support to schools. This direct support funding is inclusive of SEO's eight major School Allocation Memorandums (SAMs). The breakout of SEO funding is as follows:

## FY18 Division of Special Instruction and Student Support - SEO All Funds Overview

As of March 2018; PEG= Program to Eliminate the Gap

	FY18 PEGs	FY18 EE&D	SEO Grand Total
Committees on Special Education- Personnel Services (PS)	(530,767)	-	65,462,425
Committees on Special Education- Other Than Personnel Services (OTPS)	(11,414)	(8,911)	1,863,079
Special Education Office Personnel Services (PS)	(1,060,441)	-	52,142,980
Special Education Office Other Than Personnel Services (OTPS)	(114,492)	(25,401)	17,201,706
Special Education Office Reimbursable D50 Personnel Services (PS)	-	-	12,840,643
Special Education Office Reimbursable D50 Other Than Personnel Services (OTPS)	-	-	3,206,108
School Allocation Memorandums (SAMs)- Direct support to schools	(5,802,455)	-	1,362,769,782
<b>Grand Total</b>	<b>(7,519,569)</b>	<b>(34,312)</b>	<b>1,515,486,723</b>

District 75: D75 is structured differently from SEO in the sense that it directly runs school-based programs and 60 schools comprised of more than 350 sites. The breakout of this funding is captured in the chart below. The Administration chart describes district-level funding and Direct Support to Schools chart describes funding for programs (i.e., District 75 schools).

## FY18 Division of Specialized Instruction and Student Support- D75 All Funds Overview

Administration	FY18 Budget
Administration PS	4,681,904
Administration OTPS	323,900
CCSE OTPS	20,000
D75 CEC OTPS	20,000
<b>Administration Total</b>	<b>5,045,804</b>

Direct Support to Schools	CTL	Federal	State	Private	Intra-City	Total
PS	1,064,421,674	14,180,251	180,287,426	10,454	-	1,258,899,806
OTPS	17,055,469	2,411,909	16,437,997	192,133	-	36,097,508
<b>Direct Support to Schools Total</b>	<b>1,081,477,143</b>	<b>16,592,160</b>	<b>196,725,423</b>	<b>202,588</b>	<b>-</b>	<b>1,294,997,314</b>
Schools PS	991,762,812	13,371,441	177,933,114	10,454	-	1,183,077,821
Schools OTPS	16,135,395	2,404,694	16,318,870	190,883	-	35,049,842
Home Instruction PS	29,408,913	-	1,635,035	-	-	31,043,948
Home Instruction OTPS	416,642	-	42,717	-	-	459,359
Hospital Instruction PS	8,784,519	-	123,845	-	-	8,908,364
Hospital Instruction OTPS	104,199	7,215	14,410	-	-	125,824
Hearing Programs PS	22,811,110	-	182,881	-	-	22,993,990
Hearing Programs OTPS	191,000	-	28,333	1,250	-	220,583
Vision Programs PS	10,641,363	-	86,859	-	-	10,728,222
Vision Programs OTPS	147,733	-	32,667	-	-	180,400
Speech & Counseling PS	1,012,958	808,810	325,693	-	-	2,147,461
Speech & Counseling OTPS	60,500	-	1,000	-	-	61,500
<b>Grand Total</b>	<b>1,086,522,947</b>	<b>16,592,160</b>	<b>196,725,423</b>	<b>202,588</b>	<b>-</b>	<b>1,300,043,118</b>

\*\*DSISS and Finance have just completed a year-long review of the D75 budget to better align D75's budget allocation process to that of District 1-32 schools.

**2018 NYC Department of Education  
Chancellor Transition Memo  
Division of Early Childhood Education and Student Enrollment**

The Division of Early Childhood Education and Student Enrollment includes two large teams: the Division of Early Childhood Education (DECE) and the Office of Student Enrollment (OSE).

DECE provides families access to high-quality early childhood options that prepare children for success in Kindergarten and beyond. DECE oversees the Pre-K for All initiative, which provides free, full-day, high-quality Pre-K to nearly 70,000 four-year-olds in New York City, and 3-K for All, which launched in fall 2017 in two neighborhoods and provides free, full-day, high-quality education for three-year-olds. These initiatives are part of a broader effort to strengthen a continuum of early care and education programs for New York City children from birth to five years old.

OSE oversees the centralized admissions processes for 3-K, Pre-K, Kindergarten, Gifted & Talented programs, middle school, and high school. Over 300,000 families participate in an admissions process each year. OSE has 12 satellite offices around the City, known as the Family Welcome Centers (FWCs), which serve as an entry point into the Department of Education for many families who seek enrollment and other supports during the school year. In addition to the ongoing enrollment processes, OSE is managing much of the policy development and implementation of the DOE's diversity plan given the role that admissions and enrollment play in school diversity.

- **Pre-K for All:** Since the Pre-K for All expansion launched in 2014, the City has tripled the number of children in free, full-day, high-quality pre-K, with approximately 68,000 four-year-olds enrolled. The expansion focused not only on increasing access, but also on investing in Pre-K quality.
- **3-K for All:** Building on the success of Pre-K for All, the City launched 3-K for All - free, full-day, high-quality early childhood education for every three-year-old. 3-K launched in fall 2017 in School Districts 7 (South Bronx) and 23 (Brownsville, East New York, Ocean Hill). The City has committed funding to bring 3-K for All to 12 school districts by 2020. Our goal is universal access, which will require state and federal support.
- **Diversity plan:** In 2017, the NYC Department of Education put out a plan, "Equity and Excellence for All: Diversity in New York City Public Schools." This plan defined school diversity as a priority for the City and laid out an approach to making schools more diverse and inclusive. The plan included several proposals for how the City would move forward, including policy changes to make the enrollment system more fair and equitable and to drive toward diversity through admissions. Specific components of the plan include:
  - The launch of the School Diversity Advisory Group to evaluate the DOE's approach, and deliver recommendations on citywide policy and practice to the Mayor and Chancellor by the end of 2018.. The Advisory Group has over 40 members, including parents, students, educators,



advocates, and NYC DOE staff. Led by a small Executive Committee, the group is convening town halls in all five boroughs to gather community input.

- Efforts to drive policy change at the local level through community engagement. In District 1 (Lower East Side), the DOE worked with community members to change admissions policy to ensure the demographics of each elementary school more closely represent the district average . In Brooklyn’s District 15, the DOE is engaged in a year-long community-planning process to drive changes to middle school admissions.
- Citywide admissions policy changes that eliminate barriers for families and level the playing field – e.g., introduction of online middle and high school application, removal of admissions method that prioritized students who attended a school tour or open house
- The plan also includes many non-admissions related proposals (e.g., improve school climate, change geographic school zones to enable diversity, increase programming options). OSE is working with other DOE offices to track the implementation of these initiatives

**2018 NYC Department of Education  
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Office of School Design and Charter Partnerships**

The Office of School Design and Charter Partnerships (OSDCP)' mission is to increase the number of high-quality school options across New York City for students and families. Within our portfolio, we support both district and charter schools. Through our work, we engage all DOE offices to increase integration of systems and structures that will ultimately support all of New York City's schools, 1.1 million students, and families.

The NYCDOE is the financial pass-through for charter schools in New York City. In this capacity, charter schools are paid for general education students, special education students, IDEA, and lease assistance. OSDCP manages roughly \$2 billion a year in payments for eligible Charter schools over 6 payment cycles. In the district of support capacity, we provide training and support to charter schools around enrollment, DOE systems, health, transportation, assessments, state reporting, special education and special projects & initiatives.

In addition, the NYCDOE is the authorizer for 41 Charter Schools in the city. OSDCP manages the process of ensuring these schools are meeting the performance and accountability standards outlined in the Chancellor's Accountability Framework, which is used to evaluate and determine terms for charter renewal, revision and or expansion, with an emphasis placed on academic success.

**District-Charter Partnerships**, a Mayoral Initiative as part of Equity and Excellence is led by OSDCP. OSDCP works with program partner offices across the DOE as well as external partners to create meaningful opportunities for cross-sector school collaboration for sustained progress and the overall advancement of all students in New York City through school-to-school, district-wide, and system-wide programming.

**2018 NYC Department of Education  
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External Affairs**

**School Diversity Advisory Group**—Launched by the City, includes City government stakeholders, experts on school diversity, parents, advocates, students, and other community leaders. The Advisory Group has been charged with evaluating the DOE’s diversity plan and making formal recommendations to the Mayor and Chancellor by the end of 2018. The Office of Enrollment leads the work but Community Affairs is an important partner in strategic planning and is in charge of organizing citywide town halls.